

Course Catalog: K-3

Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School



www.coxcampus.org

COX Campus
coxcampus.org

We have a reading brain that needs our attention to the knowledge – the Science of Reading.

Dr. Maryanne Wolf • Director of the Center for Dyslexia, Diverse Learners and Social Justice & Cox Campus National Advisory Member



Evidence Based Instruction:

SYSTEMATIC AND EXPLICIT PHONICS INSTRUCTION, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 1 HOUR, CEUS: 0.1

Teachers will build their knowledge of effective phonics instruction aligned with the science of reading. This course will provide teachers with practical tools and develop their commitment to take action in their classrooms to ensure all students have the support they need to become proficient readers.



By the end of the course, you will be able to:

- Understand the characteristics of an effective systematic and explicit phonics program
- Understand the foundation of the English orthography
- Name and explain the role



Why It Matters:

- The most recent report from our National Assessment of Educational Progress (NAEP, 2019) showed that nationwide 66% of our 4th students scored below proficient in reading. The highest performing state showed 55% below proficiency. We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful, and systematic and explicit phonics instruction is a critical part of building literacy.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

EARLY LITERACY: PRINT AWARENESS, PHONOLOGICAL AWARENESS, AND ALPHABET KNOWLEDGE, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers will learn about the importance of print awareness, phonological awareness, and alphabet knowledge. Along with oral language, these form four of the essential elements of early literacy.



By the end of the course, you will be able to:

- Understand the different print awareness skills and apply this knowledge to their teaching practices
- Understand the different phonological awareness skills and apply this knowledge to their teaching practices
- Understand the different alphabet knowledge skills and apply this knowledge to their teaching practices
- Plan for teaching early literacy skills in their classrooms



Why It Matters:

- We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students' lives.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We have to make the science of reading available to all teachers because our kids are depending on it. Quite frankly when you look at our national data, our country is depending on it.

Dr. Ryan Lee-James • Director of Rollins Center for Language & Literacy

MEANINGFUL READ ALOUDS FOR VOCABULARY AND COMPREHENSION • 2 HOURS, CEUS: 0.2

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem”



By the end of the course, you will be able to:

- Describe the relationship between reading aloud to students and listening comprehension, vocabulary, and language skills
- Model ability to read aloud to students to enhance critical thinking, personal reflection, empathy and imagination
- Develop a plan for read-alouds using the K3 START Read framework and lesson planning sheet
- Apply engaging activities that are related to your read-alouds throughout the day



Why It Matters:

- Meaningful read-alouds provide opportunities for students to use their schema.
- Meaningful read-alouds increase Tier 2 and Tier 3 vocabulary.
- Meaningful read-alouds increase listening comprehension.
- Meaningful read-alouds provide opportunities for students to improve oral and expressive language skills.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

READING FLUENCY, WITH EXPERT CONTRIBUTOR - DR. LAURA REINHART OF UNIVERSITY CALIFORNIA, LOS ANGELES • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers and leaders will build knowledge and capacity around reading fluency including assessment, instruction and progress monitoring.



By the end of the course, you will be able to:

- Define fluency and distinguish between the three components of reading fluency
- Explain why reading fluency is important and conceptualize it within the process of reading
- Identify how various mechanics in the reading process contribute to fluent reading
- Address misconceptions around fluency assessment and will be equipped to assess reading fluency in their own settings
- Understand the types of activities involved for building fluency and be able to determine which activities meet the needs of learners in their classroom



Why It Matters:

- The most recent report from our National Assessment of Educational Progress (NAEP, 2019) showed that nationwide 66% of our 4th students scored below proficient in reading. The highest performing state showed 55% below proficiency. We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We can't go back to education as it was before. The needs are greater and the stakes are higher.

Walter Gilliam • Professor of Child Psychiatry & Psychology, Yale University Child Study Center & Cox Campus National Advisory Member

SHARING IDEAS THROUGH WRITING • 4.5 HOURS, CEUS: 0.5

When a kid scribbles on paper, long before they can write their letters, they're starting to understand writing and what it means. Learn how you can foster this love of writing – and learning – in young children.



By the end of the course, you will be able to:

- Describe the different stages of emergent writing for children
- Integrate strategies to support children's writing skill development
- Design fun and exciting emergent writing activities to do with children



Why It Matters:

- Emergent writing activities prepare children to meet nationwide third-grade writing standards.
- Children will be able to communicate thoughts, ideas, and feelings through developmentally appropriate writing.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



Systems and Structures for Literacy Success:

ASSESSING OUR STUDENTS • 1 HOUR, CEUS: 0.1

We all want to see our students succeed. With these assessments, you will be able to pinpoint and better understand each student's unique needs and then adapt how you teach to help each and every child learn.



By the end of the course, you will be able to:

- Outline the Big 5 components of reading
- Compose a drill down method to identify areas of growth for your students
- Learn to backfill for students who need additional help



Why It Matters:

- Assessments are powerful tools to track student progress.
- Assessments allow you to individualize your teaching to meet each student's needs.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We know that 95% of all children can learn to read with evidence-based structured literacy practices.

TARGETED SMALL GROUP INSTRUCTION • 1.5 HOURS, CEUS: 0.2

Once you've learned each students' unique needs, you can use targeted small group instruction to help them master critical, foundational reading skills. Learn the essentials of targeted small group instruction and how to incorporate it in your classroom.



By the end of the course, you will be able to:

- Develop small groups to maximize instruction
- Model best practices to teach and review foundational reading skills
- Demonstrate ways to help students construct meaning from reading



Why It Matters:

- Studies have shown students who receive small group instruction perform significantly better than those who only receive whole group instruction.
- You can help fill in the gaps in student's reading skills so they can become more accurate readers.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

CLASSROOM ECOSYSTEM • 1 HOUR, CEUS: 0.1

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem” of teachers, students, materials, and more – all working together so learning can flourish.



By the end of the course, you will be able to:

- Name the 4 major categories of an ideal classroom ecosystem
- Recognize the 5 vital cognitive processes children need for learning
- Develop activities and routines that will engage children in learning



Why It Matters:

- Establishing deliberate classroom ecosystems allows children to learn, thrive and develop.
- Fostering classroom culture engages children's brains for learning.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

RESPONSE TO INTERVENTION, WITH EXPERT CONTRIBUTOR - DR. LAURA JUSTICE OF THE OHIO STATE UNIVERSITY • 1.5 TRAINING HOURS, CEUS: 0.2

Site-based school leaders will learn about the importance of leading the implementation of the Response to Intervention (RTI) model in their school.



By the end of the course, you will be able to:

- Understand what the RTI prevention framework is and be able to dispel myths about the process
- Understand the different core components that make up the RTI prevention framework
- Help implement systems for an effective school-wide RTI process



Why It Matters:

- Response to Intervention (RTI) is a prevention framework for implementing data-driven decision-making. It's important because it provides necessary stakeholders with timely and specific information about children so that they can improve learning and increase student performance.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“
Reading belongs
to all of us.
”

TEACHING WRITING TO K-3 • 1.5 HOURS, CEUS: 0.2

Developed with expert contributor Dr. Margie Gillis of Literacy How. This course provides a research-based framework for teachers to ensure that their students become competent writers in early elementary school. Teachers learn the processes and skills their students need to write fluently. Teachers also learn methods for effective writing instruction.



By the end of the course, you will be able to:

- Teachers will learn about the processes and skills needed for fluent writing.
- Teachers will be able to identify the most impactful instructional practices to ensure that their writing instruction is meaningful, engaging and effective for their students.
- Teachers will be able to implement the basics of effective writing instruction in their classrooms.



Why It Matters:

- Three-quarters of both 12th and 8th graders lack proficiency in writing, according to the most recent National Assessment of Educational Progress (NAEP, 2017). Writing is a critical skill for our students' self-expression and self-actualization. We know from decades of research how students learn to write and what and how to teach so that the majority of our students can be successful.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

FUTURE COURSEWORK

Oral Language – Summer 2023

Explicit Vocabulary Instruction – Summer 2023

Reading Comprehension – Summer 2023

Trauma-Informed Practices – Fall 2023

Dyslexia – Winter 2023